DOCUMENT RESUME

ED 220 633 CE 033 523

AUTHOR Evans, Rupert N.; And Others
TITLE Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT). Final Report/Phase IV.
INSTITUTION Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS AGENCY Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE Jun 82
CONTRACT R-31-42-D-0132-166
NOTE 63p.; For related documents see ED 203 119 and CE 033 605.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Case Studies; *Educational Development; *Educational Research; *Evaluation; Models; Program Development; *Program Improvement; *Vocational Education
IDENTIFIERS Illinois; *Impact; *Impact Evaluation Model

ABSTRACT

A four-phased project developed an impact assessment system for vocational education research and development personnel to indicate whether the resources spent for funded projects improved the programs identified by the research and development system. During Phase I, procedures were identified and developed for complying with the impact requirement of Public Law 94-482. A major activity focused on analyzing two programs of related research and development projects using a case study approach. These case study efforts were continued during Phase II. Other activities included two other case studies, a field study, and development of a model for an impact assessment system. Phase III activities reviewed, further conceptualized and refined the system proposed in Phase II. The impact assessment system was refined and completed for subsequent operation in Phase IV. Recommendations were made based on the refined impact assessment system, including system implementation and changes in statements of impact. Following an 11-page narrative, a paper, "A Review and Analysis of Fiscal Year 1982 Continuation Proposals' Statements of Impact," is appended. It describes a study tc determine whether changes in guidelines for submitting proposals were effective in helping proposal writers improve statements of impact. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220633

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT) Final Report/Phase IV

Sponsored by Illinois State Board of Education

Department of Adult, Vocational and Technical Education

Project Staff:
Rupert N. Evans
Earl B. Russell
Wynette S. Barnard
Carol S. Sanders
Eva E. Coffey

Edward Copeland
Chairman

Research and Development Section

Department of Vocational and Technical Education
College of Education
University of Illinois at Urbana-Champaign

Donald G. Gill
State Superintendent of Education

June, 1982

CE 033523

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C Reisinger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Illinois State Board of Education

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material: Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs -- Final Report/Phase IV

2. Date material was completed: June, 1982

3. Please check one: New material X ____ Revised material ____

4. Originating agency: University of Illinois; Dept. of Vocational & Technical Education
   Address: 345 Educ. Bldg; 1310 S. Sixth St; Champaign, IL Zip Code: 61820

5. Name(s) of developer(s): Rupert N. Evans, Earl B. Russell, Wynette S. Barnard, Carol S. Sanders
   Address: 345 Educ. Bldg; 1310 S. Sixth St; Champaing, IL Zip Code: 61820

6. Developed pursuant to Contract Number: R-31-42-D-0132-166

7. Subject Matter (Check only one according to USOE Code):

   USOE Code

   ____ 01 Agricultural Education
   ____ 03 Business and Office Education
   ____ 04 Distributive Education
   ____ 07 Health Occupations Education
   ____ 09 Home Economics Education
   ____ 10 Industrial Art Education
   ____ 16 Technical Education
   ____ 17 Trade and Industrial Education
   ____ 22 Cooperative Education
   ____ Career Education
   X Other (Specify) General Vocational Education

8. Education Level:

   ____ Pre-K Thru 6 ____ 7-8 ____ 9-10 ____ 11-12
   ____ Post-Secondary ____ Adult ____ Teacher (Pre-service)
   ____ Administrator (Pre-Service) X Other (Specify) Administrative - Research and Development

9. Intended for Use By:

   ____ Student ____ Classroom Teacher ____ Local Administrator
   ____ Teacher Educator ____ Guidance Staff X State Personnel
   ____ Other (Specify) ____

10. Student Type:

    ____ Regular ____ Disadvantaged ____ Handicapped
    ____ Limited English Proficiency ____ Other (Specify) ____

11. Medium and Format of Materials:

X HARDCOPY	___ VIDEOTAPE	___ FILM	___ MICROFICHE
No. of pages 54	____ Minutes	____ Minutes	___ B & W
X Paper bound	___ B & W	___ B & W	___ Color
___ Hard bond	___ Color	___ Color	
___ Loose-leaf	____ inches	____ mm	
Photos: Yes ____	No X		
Diagrams: Yes X	No ____		

___ SLIDES	___ FILM STRIPS	___ AUDIO	___ OTHER
No. of frames _____	No. of frames _____	___ Automatic synch	Specify:
___ B & W	___ B & W	___ _____ Hz	_____
___ Color	___ Color	___ Manual cue	_____
___ Audio	___ Audio	___ Reel	_____
___ Carousel provided		___ Cassette	
___ Other packaging used (Specify) _____		___ Cartridge	

12. Availability:

_____ One copy free For sale @ $ _____ per copy _____ Not available
_____ In ERIC system (No. _____) _____ Loan copy available

Contact: Name Peter Seidman, DAVTE, Ill. State Bd. of Educ. Phone (217) 782-4620
Address 100 N. First St: Springfield, Illinois Zip Code 62777

13. Copyright Restrictions: In Public Domain

Contact: Name _____ Phone ( ) _____
Address _____ Zip Code _____

14. Is Training Required for Optimum Use of These Materials? Yes____ No____

15. Are Consultive/Training Services Available? Yes____ No____

Contact: Illinois State Board of Education
Department of Adult, Vocational and Technical Education
Research and Development Section, E-426
100 North First Street
Springfield, IL 62777
(217) 782-4620

16. General Description (State the general objective and suggested method of use. Summarize the content and tell how it is organized. Continue on back of this sheet or on another sheet, if necessary.):

17. Person Completing this Abstract: Wynette Barnard

Full Address: University of Illinois
345 Education Building
1310 S. Sixth Street
Champaign, Illinois Zip 61820

FINAL REPORT ABSTRACT

TITLE OF PROJECT: Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs

FUNDING AGREEMENT NUMBER: R-31-42-D-0132-166

PROJECT DIRECTORS:- Rupert N. Evans, Professor of Vocational and Technical Education
- Earl B. Russell, Associate Professor of Vocational and Technical Education

PRINCIPAL INVESTIGATOR: Wynette S. Barnard, Visiting Assistant Professor of Vocational and Technical Education

INSTITUTION: University of Illinois at Urbana-Champaign
345 Education Building
1310 S. Sixth Street
Champaign, Illinois 61820

FUNDING PERIOD: August 1, 1981 through June 30, 1982

OBJECTIVES OF THE PROJECT:

1. To review and refine the impact assessment system.
2. To gain input from the Research and Development Section Staff and experts in impact assessment regarding the impact assessment system.
3. To revise and complete the impact assessment system for subsequent operation by the Research and Development Section Staff.

PROCEDURES:

1. Reviewed and revised the impact assessment system.
2. Met with Research and Development Section Staff to gain input on the impact assessment system.
3. Gained input from external consultants regarding the impact assessment system.
4. Revised and completed the impact assessment system.

CONTRIBUTION TO VOCATIONAL EDUCATION:

Development of an impact assessment system for vocational education research and development will provide a means for indicating whether the resources spent for funded projects improved the programs identified by the Research and Development Section.

PRODUCTS TO BE DELIVERED:

Twelve (12) copies of the "Impact Assessment Design" and 12 copies of the final report for Phase IV, "Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT) will be delivered to the Research and Development Section, Department of Adult, Vocational and Technical Education, Illinois State Board of Education in June, 1982

TABLE OF CONTENTS

I. Introduction and Overview..... 1

A. Phase I - 1978-79..... 1
B. Phase II - 1979-80..... 2
C. Phase III - 1980-81..... 3
D. Phase IV - 1981-82..... 3

II. Resources Utilized..... 5

A. Expenditure of Funds..... 5
B. Paid Participants..... 5
C. Resources..... 6

III. Accomplishments and Major Activities..... 7

A. Attainment of Project Objectives..... 7
B. Project Activities..... 7
C. Related Activities..... 8
D. Problems and Concerns..... 9
E. Statement of Impact..... 9

IV. Recommendations..... 10

Reference List..... 12

Appendix A..... 19
(A Review and Analysis of Fiscal Year 1982 Continuation Proposals' Statements of Impact)

Appendix B..... 55
(Summary of AERA conference attendance)

I. INTRODUCTION AND OVERVIEW

The primary purpose of funded vocational education research and development activities is to improve vocational education programs. To determine if these funded efforts make a difference, we must identify the changes (skills, knowledge, attitudes, interests, values, perceptions) that occur among specific audiences. Research and development activities are expensive. Therefore, it is critical to assess their impact (consequences) as a basis for making better judgments about future activities.

A. Phase I -- 1978-79

Public Law 94-482 mandated that contracts for Research and Development in Vocational Education would not be made unless the applicant could "demonstrate a reasonable probability" that the contract would result in improved teaching techniques or curriculum materials that would be used in a "substantial number of classrooms or other learning situations within five years after termination of such contracts" (Federal Register, 1977). As originally conceptualized, the purpose of Phase I of the Impact Project was to identify and develop procedures for complying with the impact requirement of Public Law 94-482.

To that end, the Impact Project addressed three problem areas during Phase I activities: (1) how to define impact, (2) how to assess impact, and (3) how to show relationships between project activities and changes in vocational education teaching-learning situations. The project also addressed two subsidiary problems: (1) how to predict the probability of impact, and (2) how to manage on-going contracts to increase impact probability.

Phase I (FY 1979) activities included: (1) review of literature related to the problem areas, (2) interviews of individuals who had experience and expertise in the problem areas, and (3) analysis of the process of impact by following several programs of related projects.

The major activity for Phase I activities focused on analyzing, using a case study approach, programs of related research and development projects. It was decided to select two cases for "top-down" analysis and two cases for "bottom-up" analysis. The project staff referred to these types of retrospective analysis as "tracking." It was anticipated that two types of tracking would produce different insights about impact. The top-down "tracking" included "Illinois Occupational Curriculum Project" and "Illinois Network of Exemplary Occupational Programs for Handicapped and Disadvantaged Students." Bottom-up "tracking" included the "Illinois Projects in Horticulture" and "Illinois Career Education Projects at the Awareness Level."

B. Phase II - 1979-80

These case study efforts were continued during Phase II (FY 1980) activities. In addition, Phase II activities included two other case studies, a field study, and development of a model for an "Impact Assessment System for the Illinois State Board of Education/Department of Adult, Vocational and Technical Education/Research and Development Section." The two new cases selected for study were the "Occupational Survival Skills Project" and "Two Illinois School Districts with Innovative Vocational Education Programs." The field study focused on "Predicting Impact of Research and Development Projects in Vocational and Technical Education." It is to the last activity outlined for

Phase II, development of a model for an "Impact Assessment System for the Illinois State Board of Education/Research and Development Section," to which Phase III project activities were focused.

C. Phase III -- 1980-81

The main objective for Phase III (FY 1981) was to review, further conceptualize, and refine the impact assessment system for vocational education research and development efforts proposed during FY 1980. To achieve this objective the following procedures were completed:

1. Reviewed and further conceptualized the proposed impact assessment system developed during FY 1980.
2. Studied the organizational structure and management of the Research and Development Section regarding program improvement efforts.
3. Identified the perceptions of project directors and Research and Development Section Staff regarding impact.
4. Conceptualized a comprehensive impact assessment system.
5. Identified components vital to a comprehensive impact assessment system.
6. Developed a working document of the impact assessment system to guide the final phase of the project in FY 1982.

D. Phase IV -- 1981-82

The main purpose of Phase IV (FY 1982) was to refine and complete the impact assessment system for subsequent operation by the Research and Development Section Staff. To accomplish this purpose, three major objectives were pursued. The first was to review and refine the components of the impact assessment system. The second was to gain input from the Research and Development Section Staff and experts in impact assessment

regarding the impact assessment system. The third was to revise and complete the impact assessment system for subsequent operation by the Research and Development Section Staff.

II. RESOURCES UTILIZED

A. Expenditure of Funds

The project was completed within the financial limits established in the budget of the funding agreement. Actual expenditures claimed were less than expected in some cases.

B. Paid Participants in Project

This project was an integral part of the Department of Vocational and Technical Education at the University of Illinois. Therefore, several faculty members were involved. Paid participants in the project were:

1. Project Director - Dr. Rupert N. Evans, Professor
2. Co-Project Director - Dr. Earl B. Russell, Associate Professor
3. Principal Investigator - Dr. Wynette S. Barnard, Visiting Assistant Proceffor
4. Staff Member - Dr. Carol S. Sanders, Visiting Assistant Professor
5. Graduate Assistant - Eva E. Coffey

In addition, four paid consultants with interest and expertise on the topic of impact assessment were utilized to critique the impact assessment design and offer advice for improvements. Paid consultants for the project were:

1. Dr. Kay A. Adams, Coordinator of Evaluation, National Center for Research in Vocational Education, Ohio State University
2. Dr. Henry M. Brickell, President, Policy Studies in Education, New York, New York
3. Dr. Mary B. Malone, Professor, Graduate School of Education, Rutgers University, New Brunswick, New Jersey
4. Dr. Ronald D. McCage, Director, Vocational-Technical Education Consortium of States, Southern Association of Colleges and Schools, Atlanta, Georgia.

C. Resources

Project staff for this effort were housed in the Department of Vocational and Technical Education facilities within the Education Building on the University of Illinois campus. Various University facilities were available to the project staff which greatly facilitated the accomplishment of project activities. The resources of particular value to this project included:

- Office of Vocational Education Research; Tim Wentling, Director
- University of Illinois Library (catalogued collection in excess of 5½ million volumes, and an uncatalogued collection of 3¼ million volumes)
- Bureau of Educational Research; Steven Asher, Director
- Center of Instructional Resources and Curriculum Evaluation; Robert Stake, Director.

III. ACCOMPLISHMENTS AND MAJOR ACTIVITIES

A. Attainment of Project Objectives

The following objectives were accomplished during the project:

1. To review and refine the impact assessment system.

2. To gain input from the Research and Development Section Staff and experts in impact assessment regarding the impact assessment system.

3. To revise and complete the impact assessment system for subsequent operation by the Research and Development Section Staff.

B. Project Activities

The following activities which are related to each objective were completed during the project:

Objective 1--To review and refine the impact assessment system

1.1 Continued to review documents related to impact assessment to gain ideas for the refinement of the impact assessment system.

1.2 Spent time in Springfield reviewing continuation proposals for impact related information.

1.3 Analyzed impact statements from continuation proposals to determine if proposal writers understand the concept of impact and the new guidelines for writing impact statements.

1.4 Wrote a report summarizing the analysis of impact statements (See Appendix A for a copy of the report.)

1.5 Received and reviewed feedback from the Research and Development Section Staff on the impact assessment system proposed in FY 1980-81.

1.6 Met with Jim Pearsol, Evaluation Specialist (Center for Instructional Research and Curriculum Evaluation, University of Illinois) to gain input on the proposed impact assessment system.

1.7 Met with Bill Hull (The National Center for Research in Vocational Education, Ohio State University) to gain input on the proposed impact assessment system.

1.8 Revised the impact assessment system.

Objective 2--To gain input from the Research and Development Section Staff and experts in impact assessment regarding the impact assessment system.

2.1 Submitted the revised impact assessment system to the Research and Development Section.

2.2 Met with Peter Seidman and John Washburn to discuss the revised impact assessment system and how current problems and issues within DAVTE might affect the implementation of the system. Revisions of project objectives were also discussed.

2.3 Developed and presented "Impact Assessment of Research and Development Program Improvement Efforts" paper at the American Vocational Association Convention as part of an AVERA research symposium. The paper was one of four presented at "Linkages to Promote Program Improvement" symposium.

2.4 Discussed the impact assessment system with numerous persons at the AVA convention, gaining additional input into the refinement of the system.

2.5 Sent the impact assessment system to four external consultants for their review and critique.

2.6 Obtained feedback from the consultants for further refinement of the impact assessment system.

Objective 3--To revise and complete the impact assessment system for subsequent operation by the Research and Development Section Staff.

3.1 Reviewed feedback from the Research and Development Section Staff, consultants and other resource persons.

3.2 Met with Peter Seidman, Contract Administrator, to review feedback and to discuss final revision.

3.3 Completed the impact assessment system. This document, entitled Impact Assessment Design, is available from the Department of Adult, Vocational and Technical Education, Illinois State Board of Education.

C. Related Activities

In addition to the project activities described, Project Impact Staff met with the staff of the project "A Study of the Non-traditional and Social Impact of Vocational Education on Individuals in Illinois", to initiate collaboration efforts between the two projects. Collaborative efforts

throughout the year involved several meetings which promoted an awareness and understanding of the purpose of each project and methods utilized in the projects. Two Project Impact staff members also attended the workshop on the longitudinal case study project. A second related activity was attended at the American Education Research Association annual meeting (See Appendix B).

D. Problems and Concerns

After meeting with Peter Seidman, Contract Administrator, and John Washburn, Manager of R & D Section in DAVTE/ISBE, it was decided that because of some uncertainty as to when the impact assessment system could be implemented, some of the proposed project activities were inappropriate. Those deemed inappropriate were related to the development of staff development materials and the provision of in-service training. Therefore, additional time was spent on the refinement of the impact assessment system in lieu of those activities.

E. Statement of Impact

By implementing the system developed and refined by the project, the Research and Development Section Staff can provide assistance to project directors and project proposal reviewers to (1) become aware of the need for impact assessment, (2) become knowledgeable of how to facilitate impact assessment during proposal development and project activities, and (3) understand the conceptual framework of short and long term impact assessment and the relationship between projects and programs. Thus, the overall impact upon vocational education will be to indicate if the resources spent for research and development projects improved the programs which had been targeted by the Research and Development Section. The system will provide a strengthened approach to sharing the benefits of vocational education research and development with constituent groups and policy makers.

IV. RECOMMENDATIONS

The following recommendations to the R & D Section, DAVTE/ISBE, are based on the refined impact assessment system. The recommendations are divided into three categories: Implementation of the Impact Assessment System, changes in the Statement of Impact, and Progress Reports.

Implementation of the Impact Assessment Design

Immediate

1. Assess the short term impact of a sample of completed projects.
2. Assess the long term impact of a sample of projects.

Within five years

1. Continue to assess the short term impact of a sample of projects each year.
2. Assess the long term impact of programs. (to replace long term project impact assessment)

Within seven years

1. Continue to assess the short term impact of projects and the long term impact of programs
2. Expand the impact assessment analysis to include all classifications of impact.

Statement of Impact

It is recommended that Section 5.6 (Statement of Impact) of the RFP Guidelines be changed to the following:

5.6 Statements of Impact

The statements of impact are statements describing the outcomes of the project goal(s) (see subsection 5.1). Short term impact statements reflect the intended consequences of the project within a year of the termination of funding. Long term impact statements reflect the intended consequences of the project goal(s) one to five years after the termination of funding.

In describing the intended consequences of the project goal(s), the following elements must be included:

- The target population(s) expected to be affected
- The precise nature of intended consequences (e.g., change in specific skills, knowledge, attitudes, interests, values, perceptions.)

Example Impact Statements

The short term impact of this project will be that teachers using the entrepreneurship education curriculum materials will improve their ability to teach entrepreneurial skills.

The long term impact will be that students of teachers using the entrepreneurship education curriculum materials will develop entrepreneurial skills and be able to apply these skills in their jobs and everyday life.

Progress Reports

It is recommended that Section 9 (Statement of Impact) be changed to read "Evidence of Progress Toward Impact." This will facilitate the collection of impact data during the funded life of a project.

REFERENCE LIST

REFERENCE LIST

A Conceptual Framework for Diffusion of Innovations in Vocational and Technical Education. Series No. 89, The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1973.

Adams, Kay. The Impact of Research on Problems of National Significance. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio.

An Evaluation of Vocational Exemplary Projects: Part D, Vocational Education Act Amendments of 1968. Washington, D.C.: Development Associates, Inc., March, 1975. ED 109475.

Assessing Vocational Education Research and Development. Washington, D.C.: National Academy of Sciences, 1976. (COVERD Report) ED 128654.

Bailey, John, E., III. Assessing the Diffusion of Educational Innovations. University of West Florida, Pensacola, Florida, March 1977.

Bice, Garry R. An Analysis of Dissemination and Utilization of Vocational Education Research and Development Efforts, Washington, D.C.: National Academy of Sciences, July 1975. ED 130153

Brandau, George C. The Development of Individualized Instruction in Vocational Education. Final Report. Office of Education (DHEW), Washington, D.C., Bureau of Research, December 1970. ED 055240.

Can Research Help Mentally Handicapped Learners Explore Careers? The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, January 1981.

Can Research Improve Career Guidance Programs in Rural Schools? The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, January 1981.

Carvell, Fred and Draheim, Kirk. Review and Assessment of the Impact on Occupational Education Resulting from the Research and Development Activities Supported by the Division of Vocational and Technical Education of Illinois, Los Altos, California: Tadlock Associates, Inc., August, 1972. ED 076785

Conroy, William G. and Diamond, Daniel E. The Impact of Secondary School Occupational Education in Massachusetts. Boston, Massachusetts: Massachusetts State Department of Education, 1976. ED 122095.

Crawford, Jack J. and others. Evaluation of the Impact of Educational Research and Development Products, Final Report. Palo Alto, California; American Institutes for Research in the Behavioral Sciences, 1972. ED 063281 (Parts I & II)

Data Sources for Vocational Education Evaluation. Information series No. 158, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Developing a National Dissemination and Utilization System for Vocational Education. Preliminary Research Report, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Diffusion Factors Associated with Comprehensive Career Education Model Development and Acceptance of the Curriculum Units in Field Test Sites. Series No. 96, The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1974.

Dissemination Guidelines. Dissemination Project, Special Education Department, University of Illinois at Urbana-Champaign, 1968.

Dissemination in Relation to Elementary and Secondary Education. Final Report, National Institute for Community Development, Inc., January 1977.

Does Performance-Based Teacher Education Work? Case Studies of a Model Curriculum for Vocational Teacher Education. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, January 1981.

Douglass, Rebecca Susan. Diffusion of Innovation in Vocational Education. (Draft), 1980.

Educational Evaluation and Policy Analysis. Volume 3, Number 2, The American Educational Research Association, March-April 1981.

Educational Impact: A Report of the Southwide Research Co-ordinating Council on the Impact of Selected Vocational Research and Development Activities. Frankfort, Kentucky: Southwide Research Coordinating Council for Occupational Education, August, 1975. ED 118791

Ellis, Joseph R. A Final Report of An Impact Assessment of Demonstration Centers as a Dissemination Technique. Springfield, Illinois: Northern Illinois University and Illinois Research and Development Coordinating Unit, October 1974. ED 102357

Ellis, Mary L. A Report to the Nation on Vocational Education. Northern Arizona University, Flagstaff, Arizona: Project Baseline, November 1975. ED 116052

Farrar, Eleanor and others. The Lawn Party: The Evoluation of Federal Programs in Local Settings. Phi Delta Kappan, November 1980.

Fleischman, Howard L. Measuring Impact of Demonstration Projects. Development Associates, Inc., Arlington, Virginia.

Guide for State Vocational-Technical Education Information Dissemination Systems. The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, Series No. 47, 1971.

Havelock, Ronald G. The Change Agent's Guide to Innovation in Education. Educational Technology Publications, Englewood Cliffs, New Jersey, 1973.

Henerson, Marlene and others. How to Measure Attitudes. Center for the Study of Evaluation, University of California, Los Angeles, Sage Publications, 1978.

Hood, Paul D. Indicators of Educational Knowledge Productions, Dissemination, and Utilization: A Conceptual Framework. Far West Laboratory for Educational Research and Development, San Francisco, California, February 1979.

Hull, William L. Distribution and Use Patterns of Research Products. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, December 7, 1980.

Hull, William L. and Kester, Ralph J. Perceived Effectiveness of Innovation Diffusion Tactics. Research and Development Series No. 99. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1975. ED 110754

Hull, William L. and Bina, James V. The Influence of Selected Organizational and Administrative Variables on Continued and Extended Use of Exemplary Projects in Vocational Education. Research and Development Series No. 116. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1977. ED 138814

Identification of Empirical Dimsions of the Diffusion Process. Interim Report. Series No. 92, The Center for Vocational Education, The Ohio State University, Columbus, Ohio, October 1973.

Impact Evaluation: The State of the Art. Information Series No. 157, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Industrial Arts Curriculum Improvements: A Change Agent's Guide. Information Series No. 35, ERIC, Clearinghouse on Vocational and Technical Education, August, 1971.

Jones, Joan; Bina, James V.; and Hull, William L. Increasing the Impact Innovative Projects. Conference Proceedings Leadership Training Series No. 51. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, 1977. ED 147143

Kenneke, Larry J. Updating Promising Practices in Oregon Career and Vocational Education. Final Report. Corvallis, Oregon Vocational-Technical Education Unit, Oregon State University, June 1977. ED 145143

Kievit, Mary Bach. Vocational Education Research and Development as a Factor Influencing Teachers to Change Practices. Washington, D.C.: National Academy of Sciences, 1975. ED 130163

Knowledge and Policy of Manpower: A study of the Manpower Research and Development Program in the Department of Labor. Washington, D.C.: National Academy of Sciences, 1975. (DOL/MR&D) ED 118802

Leadership and Change in Vocational-Technical Education: Administrations Workshop for Building Research and Evaluation in Local Practice. Final Report. New Brunswich, New Jersey: Department of Vocational-Technical Education, Rutgers University, July 1970. ED 048461

Longitudinal Methods as Tools for Evaluating Vocational Education. Information Series No. 155, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Managing Program Improvement: One State's Approach. Technical Paper, The Nationa Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1980.

Manning, Charles. District Review of Vocational Education (DROVE) Follow-Up Study of 19 School Districts and Four Regional Occupational Programs Reviewed During 1974-75. California State Department of Education, Los Angeles: Office of Education (DHEW) Washington, D.C., 1976. ED 143813.

Mayhew, Lewis B. Higher Education for Occupations. SREB Research Monograph No. 20, Atlanta, Georgia: Southern Regional Education Board, 1974. ED 097557

McCracken, John David and Gillespie, Wilma B. Information Utilization by Vocational Educators. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, March 1973. ED 080656

McCaslin, N.L. and others. An Evaluation of the Resource Development Unit of the Kentucky Bureau of Vocational Education. Final Report. Columbus, Ohio: The Center for Vocational Education, The Ohio State University, July 1976. ED 134700

Miller, Robert and Miller, La Rue W. Impact on Vocational Education at the Federal and State Levels, Project Baseline Supplement Report. Flagstaff, Arizona: Northern Arizona University, October 1974. ED 099687

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. Evaluator's Handbook. Center for the Study of Evaluation, University of California, Los Angeles, Sage Publications, 1978.

Morris, Lynn Lyons andFitz-Gibbon, Carol Taylor. How to Calculate Statistics. Center for the Study of Evaluation, University of California, Los Angeles, Sage Publications, 1978.

Morris, Lynn Lyon and Fitz-Gibbon, Carol Taylor. How to Deal with Goals and Objectives. Center for the Study of Evaluation, University of California, Los Agneles, Sage Publications, 1978.

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. How to Design Program Evaluation. Center for the Study of Evaluation, University of California, Los Angeles, Sage Publications, 1978.

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. How to Measure Achievement. Center for the Study of Evaluation, University of California, Los Angeles, Sage Publications, 1978.

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. How to Present an Evaluation Report. Center for the Study of Evaluation, University of California, Los Angeles, Sage Publications, 1978.

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. How to Measure Program Implementation. Center for the Study of Evaluation, University of California, Los Angeles, Sage Publications, 1978.

Needs Assessment for Program Planning in Vocational Education. Series No. 154, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Nisbet, John and Broadfoot, Patricia. The Impact of Research on Policy and Practice in Education. Aberdeen University Press.

Office of Vocational and Adult Education's Relationship to the Joint Dissemination Review Panel. June 1980.

Opinion Leaders in the Organizational Structure of Two State Divisions of Vocational and Technical Education. Series No. 82, The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, March 1973. ED 075573

Organizing and Conducting Demonstration Projects in Vocational Education. Research and Development Series No. 117, The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1977.

Oscarson, David John. Factors Associated with Vocational Teacher Proneness Toward the Adoption of Innovations. May 1976, Blackburg, Virginia.

Pascal, Anthony H. et al. Federal Programs Supporting Educational Change, Volume III, The Process of Change, Appendix D. Innovations in Career Education, Santa Monica, California, Rand, 1975. ED 108328

Policies, Standards, and Operational Procedures of the Office of Vocational and Adult Education Concerning the Dissemination of Vocational R&D Products and Information. Research Branch, DRD/OVAE, August 25, 1980.

Policy Implications Derived from 60 DROVE Reports. California State Department of Education, Sacramento, California. Vocational Education Services; Office of Education (DHEW) Washington, D.C., August, 1976. ED 142832

PRIDE In Vocational Education and Guidance. State Report 1972-73 Ohio. Ohio State Department of Education, Columbus, Division of Vocational Education, 1973. ED 113578

PRIDE (Program Review for Improvement, Development and Expansion) In Vocational Education and Guidance. State Report 1973-74. Ohio State Department of Education, Division of Vocational Education. ED 124742

Report to Congress: What is the Role of Federal Assistance for Vocational Education? Washington, D.C.: Comptroller General of the United States. December 31, 1974. (GAO Report) ED 105132

Request for Program Improvement Proposals in Vocational Education, Illinois State Board of Education, Adult Vocational and Technical Education, 1980.

Request for Program Improvement Proposals in Vocational Education, Illinois State Board of Education, Adult Vocational and Technical Education, 1981.

Research and Development Projects in Illinois: An Impact Study. Department of Vocational Education Studies Southern Illinois University at Carbondale, Carbondale, Illinois, 1976-77.

Robinson, Boyd Fillmore, Jr. Gatekeepers in Vocational Education. M.S. Thesis; Maryland University, 1971. ED 055226

Schneider, Robert M. Using the Modified Delphi to Determine Research Priorities. A Tool to Assist in the Development of Research, Exemplary and Dissemination Priorities for the Resource Development Unit, Bureau of Vocational Education for Fiscal Year 1976. Kentucky Research in Vocational Education Series, No. 3. Frankfurt, Kentucky: Kentucky State Department of Education, 1975. ED 128558

Sharing Dissemination Responsibilities. The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Sheppard, N. Alan, Editor. Regional Research Conference in Vocational and Technical Education for Secondary and Post-Secondary Personnel. Annual Research Conference in Vocational and Technical Education. Blacksburg, Virginia: VPI & SU, 1976. ED 133455

Sims, E. Norman. Development of a Model Research and Development Information Dissemination Program for the Kentucky Bureau of Vocational Education: The Omnibus Dissemination Program. Frankfurt, Kentucky: Kentucky State Department of Education, August, 1976. ED 135404

Strategies for Effecting Change in Vocational and Technical Education. Information Series No. 59. ERIC, Clearinghouse on Vocational and Technical Educati-n, April 1972.

Taylor, Ralph W. Procedures for Implementing Curriculum Changes in Local Educational Agencies. The Center for Advanced Study in the Behavioral Sciences, Science Research Associates, Chicago, Illinois, September 1974.

The Adoption of Systems Innovations in Educational Organizations: A Case Study of Operation Guidance. Series No. 100, The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1975.

Tentative Product Selection Criteria. National Dissemination and Utilization System for Vocational Education. The National Center for Research in Vocational Education, the Ohio State University, Columbus, Ohio, 1978.

The Influence of Selected Organizational and Administrative Variables on Continued and Extended Use of Exemplary Projects in Vocational Education. Series No. 116, The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1977.

The Perceived Effectiveness of Innovation Diffusion Tactics. Series No. 99, The Center for Vocational Education, The Ohio State University, Columbus, Ohio, 1975.

Use of Evaluative Data by Vocational Educators. Information Series No. 156, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Viewpoints on Interpreting Outcome Measures in Vocational Education. Information series No. 187, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio. September 1978.

Vocational Education Outcomes: A Thesaurus of Outcome Questions. Research and Development Series No. 170, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Vocational Education Outcomes: Annotated Bibliography of Related Literature. Bibliography Series No. 48, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Vocational Education Outcomes: Perspective for Evaluation. Research and Development Series No. 163, The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio, 1979.

Witz, K. Fundamental Change in School, Society, and General Consciousness, (Part I) August 1978, Committee on Culture and Cognition, University of Illinois at Urbana-Champaign.

Working with Opinion Leaders to Accelerate Change in Vocational-Technical Education. Information Series No. 26, ERIC, Clearinghouse on Vocational and Technical Education, November 1970.

Appendix A

A REVIEW AND ANALYSIS OF FISCAL YEAR 1982 CONTINUATION PROPOSALS' STATEMENTS OF IMPACT

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs

A REVIEW AND ANALYSIS OF FISCAL YEAR 1982 CONTINUATION PROPOSALS' STATEMENTS OF IMPACT

Project Staff:

Rupert N. Evans
Earl B. Russell
Carol S. Sanders
Wynette S. Barnard
Eva E. Coffey

February, 1982

TABLE OF CONTENTS

I. Introduction 1

II. Guiding Questions and Review Procedures. 5

III. Findings of the Review 10

IV. Summary and Recommendations. 17

V. References 24

Appendices:

Appendix A-1 FY 1982 Project Proposals Reviewed for Treatment of Subsection on Impact . . 26

Appendix A-2 FY 1982 Project Proposals not Available for Review of Treatment of Subsection on Impact 29

Appendix B Identifiers used for Identifying Subsection on Impact for Individual Fiscal Year 1982 Continuation Proposals . 30

Appendix C Extent to Which the Statement of Impact Reflects Intended Consequences of Project Goals/Objectives for Individual FY 1982 Continuation Proposals 31

Appendix D Extent to Which Target Populations are Identified in Statement of Impact in FY 1982 Continuation Proposals. 32

Appendix E Types of References to Dissemination Appearing in Individual Project Proposals' Statements of Impact 33

INTRODUCTION

The primary purpose of funded vocational education research and development activities is to improve vocational education programs. To determine if these funded efforts make a difference, we must identify the changes that occur among specific audiences as a consequence of project activities.

The first step in determining if funded efforts make a difference is to determine if conscious efforts are made in the planning process to identify intended consequences of projects and programs. The total process may be referred to as impact assessment.

In Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs, (Project Impact), Final Report/Phase III, impact, intended impact and impact assessment are defined as follows:

> "Impact is the consequences, positive or negative of funded vocational education research and development program improvement projects and programs." (p.62) Impact is further characterized as being short term or long term; intended or unintended; direct or indirect.
>
> "Intended impact occurs when the consequences of projects and programs were planned for and/or expected." (p.62)
>
> Impact assessment is "a process which starts with the development of a proposal specifying the impact intended as a result of project activities. The process continues throughout the funded project effort as impact statements are updated to accommodate changes in project activities and continues beyond funded efforts as final project outputs are disseminated." (pp. 20-21)

Since 1979, proposal writers in Illinois seeking funds for research and development in vocational education have been required to specify the intended impact(s) which will result from proposed project activities. The intended impacts are identified in impact statements included in proposals for funding, based upon project goals that indicate the intended consequences of the project activities upon a target audience(s). (Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs, Project Impact, Final Report/Phase III)

The extent to which proposal writers have specified the intended impacts to result from their proposed project activities is described in Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs, (Project Impact), Final Report/Phase III which states:

> "Guidelines that accompanied the FY 1979 and FY 1980 Requests for Proposals reflected the Mandate of Public Law 94-482 pertaining to assessment of impact. Proposal writers did not understand what was meant by impact and all that it implied. Proposal requirements regarding impact confused and frustrated proposal writers; the proposals did not contain all that was required pertaining to impact". (p. 13)

After reviewing FY 1979 and FY 1980 proposals, Project Impact staff concluded that:

> "Content of required intended impact statements varied greatly with most addressing the extent of dissemination and not the intended consequences of a project". (p.13).

To aid proposal writers in Illinois to differentiate between dissemination and impact and to understand that dissemination is a necessary part of but not synonomous with impact, Project Impact staff recommended that the two concepts be addressed separately in proposals.

Recommendations of Project Impact staff regarding separate sections for addressing impact and dissemination in proposals for funding were written and presented to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section. The recommendations were incorporated into the Guidelines and Specifications for Preparing FY 1982 Continuation Proposals. Subsection 5.6 of these Guidelines requires proposal writers to include in their proposals a "statement of impact". Specifically, the requirements of subsection 5.6 are as follows:

> "The statement of impact is a narrative description of the outcome(s) of the project goal(s) (see subsection 5.1). The impact statement reflects the intended consequences of the project goal(s) upon termination of funding.
>
> In discussing the intended consequences of the project goal(s) the following elements must be included:
>
> - The target population(s) expected to be affected.
> - The precise nature of intended consequences (e.g. change in specific skills, knowledge, attitudes, interests, values, perceptions)."

Subsection 5.1 of the Guidelines is the introduction in which the proposal writer presents a rationale for the project, summarizes project goals, and states how achievement of the goal(s) will benefit vocational education within and outside the state. This subsection provides the basis for developing the statement of impact in Subsection 5.6.

To determine if changes in the FY 1982 guidelines for proposal writers were effective in helping the writers to improve their statements of intended impact, Project Impact staff assumed responsibility for reviewing FY 1982 proposals. This responsibility as stated in Project Impact Final Report/Phase III is as follows:

"The intended impact statements in FY 1982 proposals will be analyzed early in Phase IV to determine if proposal writers understood what was required and to determine if further clarification is needed". (p. 14)

The following report summarizes the findings of Project Impact staff as a result of fulfilling this responsibility.

GUIDING QUESTIONS and REVIEW PROCEDURES

Guiding Questions

Based on the requirements for completing the subsection on impact in Guidelines and Specifications for Preparing FY 1982 Continuation Proposals the following questions were developed for the review:

1. Did proposal writers follow the procedures as outlined in subsection 5.6 Statement of Impact by:
   - 1.1 Identifying "Statement of Impact" in/as subsection 5.6 in their proposals?
   - 1.2 Describing in the "Statement of Impact" the outcomes of the project goals? (Is it evident that subsection 5.1, introduction, was used as the basis for writing subsection 5.6 as specified in the guidelines?)
   - 1.3 Describing the target populations to be affected?
2. Did proposal writers include references to dissemination in the project proposals' statements of impact?

General Review Procedures

Project Impact staff reviewed sixty of the seventy-one project proposals funded for fiscal year 1982 by the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section. The list of proposals reviewed is included in Appendix A-1.

All proposals funded were to be reviewed except Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs and Vocational Education Program Dissemination Phase III, the two projects with which Project Impact staff are

involved. During the data collection period; however, nine of the sixty-nine proposals remaining were not available for review. A list of the nine proposals not included in the review is in Appendix A-2.

During data collection, Sections 3 and 5 of the sixty proposals were reviewed. Section 3 "Proposal Abstract" and subsections of Section 5 "Narrative Description of the Project" were photocopied for more thorough review. The subsections of Section 5 which were photocopied included: 5.1 Introduction, 5.5 Dissemination Planning Outline, 5.6 Statement of Impact and 5.7 Time,Sequence Chart. The subsections were not in all cases labeled precisely as identified here nor did all proposals contain all the subsections identified for photocopying. The fact that some subsections were not labeled precisely did not cause problems in the review because if present, the subsections were identifiable. However, some proposals did not contain all the proposal subsections identified for review.

Specific Review Procedures

Question 1.1: To determine if proposal writers followed the guidelines for identifying the subsection on impact correctly, each proposal's subsection on impact was reviewed to see how it was labeled.

Question 1.2: To determine if proposal writers related the statement of impact to the project goal(s), the reviewers used two procedures. The first procedure involved identifying the project goal(s) in subsection 5.1 and analyzing the statement of impact to determine if the goal was reflected in the statement. For example, Project Impact in subsection 5.1 identifies its goal as follows:

> "The goal of the final phase of this project is to refine and implement a system for assessing the short and long term impact of vocational education research and development in vocational education programs."

Subsection 5.6 Statement of Impact states: "By implementing the system developed and refined by the project, the Research and Development Section can provide assistance to project directors and project reviewers to (1) become aware of the need for impact assessment, (2) become knowledgable of how to facilitate impact assessment during proposal development and project activities, and (3) understand the conceptual framework of short and long term assessment and the relationship between projects and programs."

The relationship between the project goal and the Statement of Impact is easily identifiable in this example. The goal of the project is to "refine and implement a system. . ." The impact statement reflects the consequences of utilization of the system. Unfortunately, the relationship between subsections 5.1 and 5.6 are not always so clear. In some project proposals a goal(s) was not identified and/or not apparent to the reviewers. In these cases, a second and different procedure was used for review.

For project proposals in which a goal was not identified or not apparent to the reviewers the objectives of the project were used as as indirect way of determining if the statement of impact reflected the goal(s) of the project. The assumption was made that the project objectives were closely related to and an outgrowth of the project's goal(s) whether or not the goal was explicitly stated.

To determine the extent to which the statement of impact reflected intended consequences of the project goal(s) the following criteria were used:

1. Impact statement describes most outcomes of the project goal(s) or objectives.

2. Impact statement describes some outcomes of the project goal(s) or objectives.

3. Impact statement does not describe outcomes of the project goal(s) or objectives.

4. Impact statement not available for review.

It should be brought to the readers' attention that review of this component of the statement of impact because it required some judgment on the part of the reviewers may be influenced by the reviewers' understanding of and ability to interpret the relationship between subsection 5.6 and goals/objectives. Also a number of proposals' impact statements, though reflecting the intended consequences of the project goal(s), did so without the specificity the guidelines require. The guidelines request "the precise nature of intended consequences (e.g. change in specific skills, knowledge, attitudes, interests, etc.)." Many proposals did not reach this level of precision. In these proposals, proposal writers tended to center on the problems motivating them to write the proposals and the needs these problems engender. They failed to identify the changes in skills, knowledge, attitudes, interests, etc., which they intend to be consequences of their projects' efforts.

Question 1.3. To determine the extent to which proposal writers identified the target population(s) expected to be affected by their proposal, the population(s) identified in the project goal(s), objectives and/or dissemination planning outline was compared with the target population(s) identified in the impact statement.

Question 2.0. The proposals' subsections on impact were reviewed to determine the extent of inclusion of dissemination references in the impact statement by determining if such references were made and if made, were they explicit or implied?

A reference was considered to be explicit if the word "dissemination" was used in the impact statement or if a specific dissemination activity (activities) was identified in the impact statement. A reference to dissemination was considered to be implied if a statement led one to assume some dissemination would be necessary for the action in the statement to take place.

A determination of "no reference to dissemination" was made when the content of the impact statement could not be categorized using either of the above two criteria.

FINDINGS OF THE REVIEW

This section presents the findings of the review of fiscal year 1982 continuation proposals for treatment of requirements relating to impact. The questions which guided the review serves as the basis for structuring and presenting the findings.

Question 1.1

> Did proposal writers follow the new procedures as outlined in subsection 5.6 - Statement of Impact, in Guidelines and Procedures for Preparing FY 1982 Continuation Proposals by identifying "Statement of Impact" in/as subsection 5.6 in their proposals?

Figure 1 provides the results for the sixty proposals reviewed. Of the sixty proposals reviewed, twenty-two (36.7%) labeled Statement of Impact in/as Subsection 5.6. Writers of five (8.3%) of the proposals labeled Statement of Impact in/as Subsection 5.5. In Request for Program Improvement Proposals in Vocational Education 1980, Statement of Impact was to be labeled as Subsection 5.5 therefore it is possible, even likely, that these proposal writers used the guidelines contained in that publication when preparing their FY 1982 proposals.

Twenty-three (38.3%) of the proposal writers labeled the subsection "Statement of Impact" by using a number(s) other than 5.5 or 5.6, by using a topical heading only or by using a letter of the alphabet. For ten (16.7%) of the proposals there was not a subsection - "Statement of Impact" available for review. (See Appendix B for subsection identifiers used for identifying subsection on impact for individual project proposals).

It is important to point to the fact that in most proposals, regardless of how the subsection "Statement of Impact" was labeled, it appeared in the proper place according to the topical sequence outlined in the guidelines.

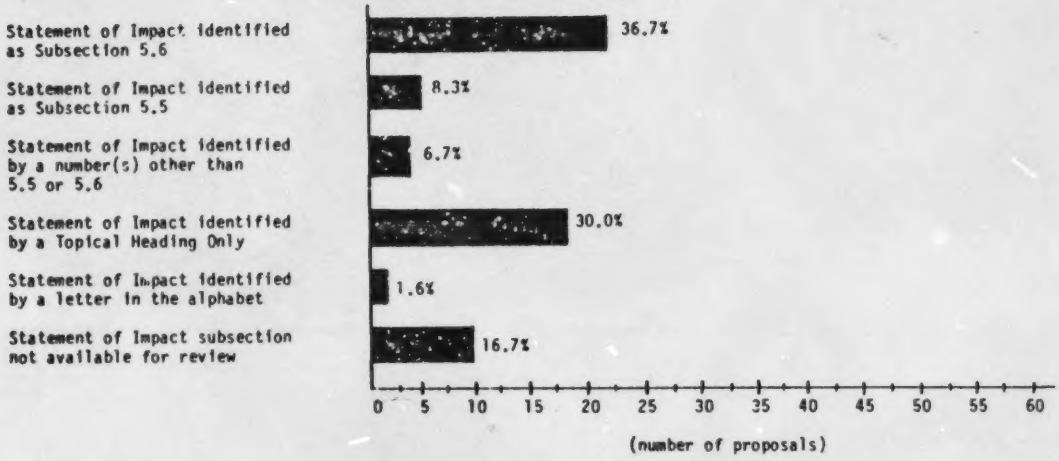
Statement of Impact identified as Subsection 5.6
Statement of Impact identified as Subsection 5.5
Statement of Impact identified by a number(s) other than 5.5 or 5.6
Statement of Impact identified by a Topical Heading Only
Statement of Impact identified by a letter in the alphabet
Statement of Impact subsection not available for review
36.7%
8.3%
6.7%
30.0%
1.6%
16.7%
0 5 10 15 20 25 30 35 40 45 50 55 60
(number of proposals)

Figure 1. Classification of Subsection on impact in FY 1982 continuation proposals.

Question 1.2

Did proposal writers follow the procedures as outlined in subsection 5.6 - Statement of Impact in Guidelines and Procedures for Preparing FY 1982 Continuation Proposals by describing in the Statement of Impact the outcomes of the project's goal(s). (Is it evident that subsection 5.1 was used as the basis for writing subsection 5.6 as specified in the guidelines?)

Figure 2 summarizes the findings of this review. Thirty-four (56.7%) of the project proposals' statements of impact reflect most of the intended outcomes of project goals/objectives.

Sixteen (26.6%) of the project proposals' statements of impact reflect some outcomes of project goals/objectives. Where the determination was made that the statement of impact reflected "some of the intended outcomes of the project's goals/objectives," it was because several intended outcomes identified in the goals/objectives were not incorporated into the statement of impact.

In no project proposal did the statement of impact, when available for review, fail to describe at least some of the intended outcomes

identified in project goals/objectives; however, ten (16.7%) of the project proposals' statements of impact were not available for review. For these ten proposals, the section "Expected Contribution or Potential Impact on Vocational Education" in the projects' abstracts was, in most cases, descriptive of the outcomes of goals/objectives. In these ten proposals, the abstract contained the only statement of impact since these proposals did not contain a subsection on impact in Section 5 - Narrative Description of the Project in their proposals.

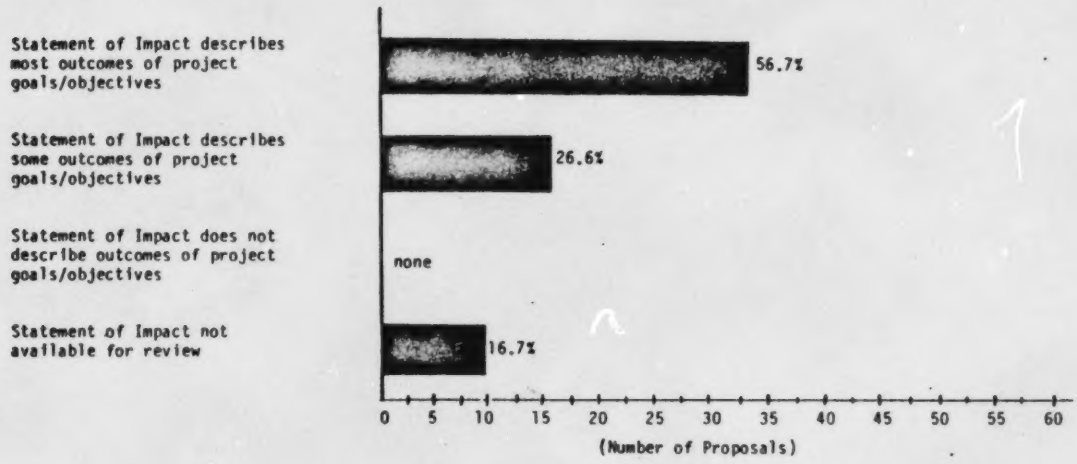
Statement of Impact describes most outcomes of project goals/objectives
56.7%
Statement of Impact describes some outcomes of project goals/objectives
26.6%
Statement of Impact does not describe outcomes of project goals/objectives
none
Statement of Impact not available for review
16.7%
0 5 10 15 20 25 30 35 40 45 50 55 60
(Number of Proposals)

Figure 2. Degree to which the Statement of Impact reflects intended consequences of project goals/objectives.

(See Appendix C for the extent to which the statement of impact reflects the intended consequences of individual project goals/objectives.)

Question 1.3.

> Did proposal writers follow the new procedures as outlined in subsection 5.6 - Statement of Impact in Guidelines and Procedures for Preparing FY 1982 Continuation Proposals by describing in the "Statement of Impact" the target populations expected to be affected?

Project Impact defines target audience (populations) as individuals, groups, or institutions that could be affected by the activities of a Research and Development program improvement project or program.

The guidelines request identification of the target population(s) expected to be affected as a result of the program improvement project. This implies that proposal writers, from the universe of all individuals, groups or institutions that could be affected by the activities of their proposed projects, are to choose and specify which groups can/will realistically be affected. From this review, it is questionable whether this process, if intended, took place. The results of the review, which follow, were based on whether or not a target audience (population) was defined, and whether proposal writers included the target audiences in the statement of impact that were subjects of goals/objectives and dissemination. It does not address whether the target populations were carefully selected, properly narrowed, appropriate or realistic.

Figure 3 summarizes the extent to which proposal writers identified target populations in the statement of impact. Of the sixty proposals reviewed, 32 (53.3%) had defined target populations. In 14 (23.3%) of the proposals not all populations to be affected as described in project goals/objectives were included in the statement of impact. The remaining four (6.7%) proposals in which the statement of impact was available for review did not identify a target population in the statement of impact; however, the target population(s) for the project was identified elsewhere in the proposal. For 10 (16.7%) of the project proposals the statement of impact was not available for review.

In Appendix D the extent to which individual projects identified the target populations in their statement of impact is presented.

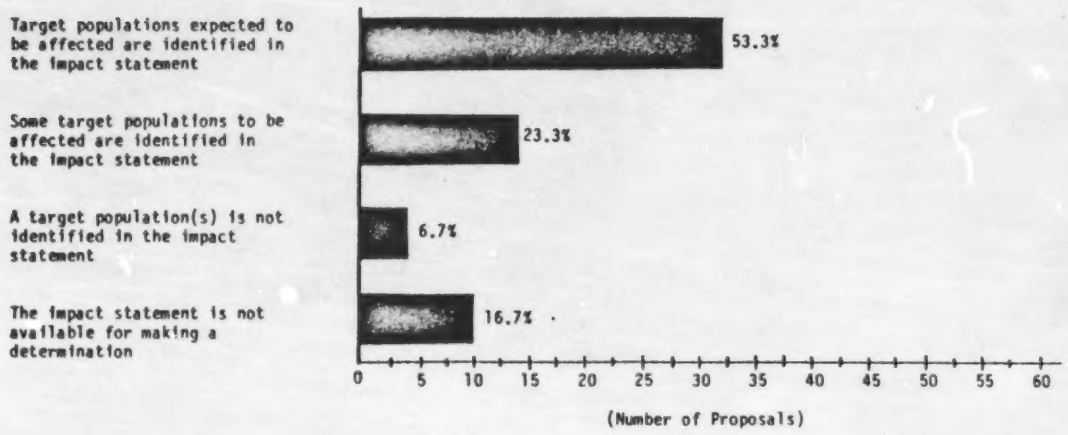
Target populations expected to be affected are identified in the impact statement
53.3%
Some target populations to be affected are identified in the impact statement
23.3%
A target population(s) is not identified in the impact statement
6.7%
The impact statement is not available for making a determination
16.7%
0 5 10 15 20 25 30 35 40 45 50 55 60
(Number of Proposals)

Figure 3. Degree to which target populations are identified in impact statements in fiscal year 1982 continuation proposals.

Question 2.0

Did proposal writers include references to dissemination in the project proposals' statements of impact?

As stated in the introduction, in the past, some proposal writers have confused impact and dissemination usually assuming dissemination to be synonomous with impact. Thus, whatever outputs (products, ideas, etc.) were disseminated by the project to individuals, agencies or institutions were assumed to have some impact. This is an unrealistic assumption for, although dissemination may be a part of impact it does not alone constitute impact. Effective dissemination contributes to the achievement of impact of a project.

In an effort to decrease confusion of these two proposal components, the Guidelines and Procedures for Preparing FY 1982 Continuation Proposals request a "Dissemination Planning Outline in subsection 5.5 and a "Statement of Impact" in subsection 5.6. Project proposals were reviewed to determine the extent to which the components were addressed separately, by determining to what extent references to dissemination appeared in the statement of impact.

Figure 4 provides the results of this review. Of the sixty proposals reviewed, explicit references to dissemination appeared in 27 (45%) of the proposals' statements of impact, implicit references to dissemination appeared in 13(21.6%) of the proposals'statements of impact and no references to dissemination were made in 10 (16.7%) of the proposals' statements of impact. Ten (16.7%) of the proposals did not contain a subsection on impact; therefore these proposals' statements of impact were not available for review.

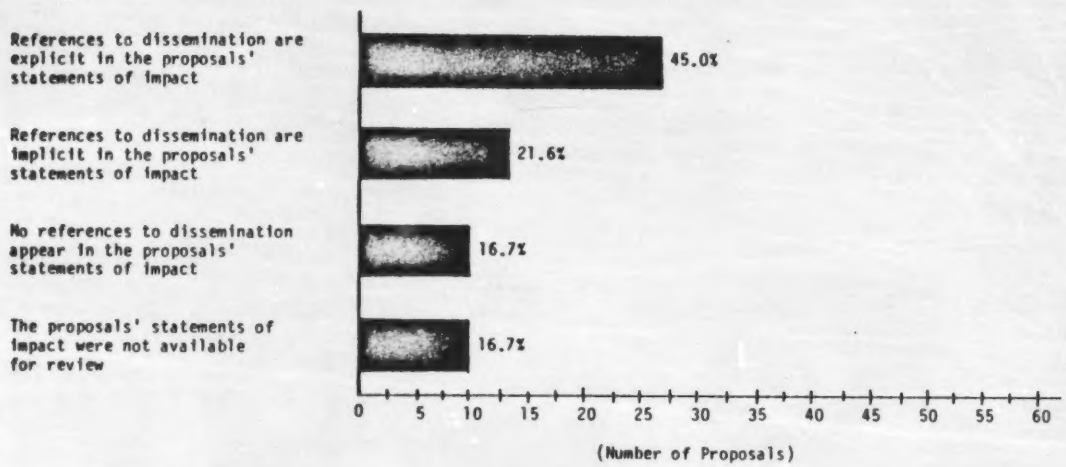
References to dissemination are explicit in the proposals' statements of impact
45.0%
References to dissemination are implicit in the proposals' statements of impact
21.6%
No references to dissemination appear in the proposals' statements of impact
16.7%
The proposals' statements of impact were not available for review
16.7%
0 5 10 15 20 25 30 35 40 45 50 55 60
(Number of Proposals)

Figure 4. Inclusion of references to dissemination in project proposals' statements of impact.

Considering that slightly less than one-half of the proposals' statements of impact contained explicit references to dissemination, it is apparent that proposal writers may continue to misunderscand the relationship between dissemination and impact. Unless a project has no dissemination function, (the outcomes of the project goal(s) require no dissemination), the impact statement would logically require some explicit references to dissemination. Examples of explicit references to dissemination taken from proposals' statements of impact include the following:

- "(The project's) materials will be disseminated to other Illinois community colleges, secondary schools and area vocational centers serving LEP students, and thus aid other instructors in the state to develop suitable vocational materials for this population."

- "Teachers attending the workshops will develop skills which are necessary to integrate the microcomputer into the existing curricula."

- "Educators receiving training services from the project staff will acquire the necessary skills for operating an EBE program in their local educational agency."

- "The dissemination and utilization of the results of research and project activities will eventuate in improved teacher training approaches which should ultimately change the way in which people are prepared to take their places in the labor force."

References in proposals' statements of impact in which dissemination was necessarily involved but not apparent, included such statements as the following:

- "Council efforts have resulted in improved communications between area labor unions and school personnel." (Implies dissemination of information)

- "The impact of the project will be to provide a simple to administer and use case study technique that can be employed by the state or local program sites to augment the information gathered through VEDS or the three phase state evaluation process." (Implies dissemination of a model)

- "(The) project makes available to Illinois schools and educators the entire list of V-TECS catalogs."

- "The use of these materials is expected to increase student learning, improve teacher performance, encourage teachers to develop better program structure and provide teachers with an access to useful instructional materials."

Noticeable in these implicit references to dissemination is the use by proposal writers of less definitive terms related to dissemination.

Appendix E shows the types of references to dissemination appearing in individual project proposals' statements of impact.

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this review was to determine if changes in FY 1982 guidelines for submitting proposals to the Illinois State Board of Education Department of Adult, Vocational and Technical Education, Research and Development Section were effective in helping proposal writers to improve their statements of impact. More specifically it was undertaken to determine to what extent proposal writers followed the guideline's specifications in preparing subsection 5.6 Statement of Impact in preparing their proposals.

The Guidelines and Specifications for Preparing FY 1982 Continuation Proposals states: "The Illinois State Board of Education reserves the right to reject any proposal received if it is determined that the proposal does not meet the specifications of these guidelines. . ."

This review of the fiscal year 1982 continuation proposals' subsection "Statement of Impact" and the subsections related to it indicates a narrow majority of proposal writers followed the guideline's specifications for completing this subsection, while a substantial number of proposal writers either experienced difficulty in following the guideline's specifications or failed to follow them by not including a subsection on impact.

The specifications in the guidelines relating to the statement of impact for which the proposal writers showed the least concern was that of identifying the "Statement of Impact" as subsection 5.6. Slightly over one third of proposal writers gave attention to this detail.

The failure of many proposal writers to designate this subsection as "5.6 - Statement of Impact" is certainly not a serious infringement of the guidelines; however, the subsection was easier to locate when it was properly identified.

The guidelines for preparing proposals require proposals to be assembled in a sectional sequence which includes nine section headings. The section in which the impact statement is designated to appear, Section 5 - Narrative Description of the Project has seven subsections. It is important to note that for the proposals reviewed which contained a subsection on impact, the subsection's location was sequentially correct in ninety percent of the proposals although the subsection may not have been labeled precisely according to the guidelines specifications.

Relationship of intended outcomes to impact. Proposal writers related the intended outcomes of project goals/objectives to the statement of impact to some degree in all proposals that were available for review. In some proposals reviewed, the intended impact based on review of project goals/objectives implied the scope of impact to be within reach of the agency receiving funds while the statement of impact described intended impact on a much broader level. An example is a project whose goals/objectives relate to changes within an institution, a district or a region but whose impact statement states or implies the project will have impact on other similar target populations in the state or the nation while the plans for dissemination do not support this wider impact.

The extent of dissemination of a project output(s)[1] will affect the degree of impact which can realistically be expected to result from project activities. Proposal writers may need to give more attention to the relationship of the statement of impact to goals/objectives and level of dissemination planned. If goals/objectives relate more to internal (intra-agency) change and if dissemination is to be internal rather than external, the amount of impact which can logically be assumed as a result of project activities will be less than if external changes are planned and dissemination strategies are at a level to support the intended change.

Identification of target populations. A majority (53.3%) of the proposals reviewed had defined target populations in their statements of impact. Most proposal writers identified intended impact for all populations on which their activities would be targeted. Often these populations were categorized as primary or ultimate target populations and secondary target audiences. Some proposal writers tended to be quite specific in identifying their target populations while others were rather vague.

Based on the comparison of target population(s) identified in projects' goals/objectives and/or dissemination planning outlines with the target population(s) identified in the projects' statements of impact, almost one-fourth (23.3%) of the proposals reviewed did not identify one or more target populations in their impact statement which were identified in their goals/objectives and/or dissemination

[1]Defined as Research and Development project activities that can be classified into one of the following categories of: general information, products, practices, ideas and/or concepts. Assessing the Impact of Vocational Research and Development on Vocational Education Programs Impact Assessment System Working Document, June, 1981

planning outline. The remaining proposals (6.7%) did not identify a target population(s) in the impact statement, although a target population(s) was identified in goals/objectives and/or the dissemination planning outline. Ten proposals (16.7%) did not have a statement of impact available for review.

Most projects have more than one target population; however, some projects have designated only one or some of the populations for impact while working with other populations identified to achieve the intended impact. The Guidelines imply all target populations expected to be affected by the project should be included in the impact statement. When all target populations are not included, assuming the target population(s) identified in goals/objectives and/or the dissemination planning outline to be the primary target population(s) for impact could be risky.

Inclusion of Dissemination References in Statement of Impact. Two-thirds (66.6%) of the proposal writers included explicit or implicit references to dissemination in their impact statements. In most of these cases a dissemination planning outline was also included in the proposal. This would indicate the proposal writers recognize the relationship between impact and dissemination. However, if one looks at the extent to which proposal writers described the outcomes of projects' goals/objectives in the statement of impact one finds only slightly over fifty percent described most outcomes in their impact statement. It may be possible some proposal writers (the 26.6% who described only some outcomes) continue to address dissemination in their impact statements while not giving appropriate attention to the intended consequences of the project.

Recommendations

A number of general and specific recommendations can be made based on this review of FY 1982 continuation proposals. The recommendations are addressed to Project Impact Staff for consideration in revising the impact assessment system and for making recommendations to the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section relating to revising the guidelines for completing the subsection on impact.

1. Statement of Impact implies one statement. Impact in most projects is anticipated to be multifaceted and therefore requires multiple statements related to the intended consequences the project expects to have on one or more target populations. The guidelines for the subsection imply that an impact statement should be written for each target population expected to be affected which for most proposals would be two or more. It is therefore recommended the title of this subsection be changed to Impact Statements, Intended Project Impacts, or Impact Objectives.

2. Directions for writing impact statements need to be clarified to have proposal writers produce an impact subsection of similar format which contains the required components. Two different formats are implied in the current directions with one of the formats suggesting a lengthy descriptive approach to defining impacts and one suggesting a short, concise description. The subsection directions begin "the statement of impact is a narrative description. . ." One might interpret this as "to tell or write about in story form". Further, the writer is instructed that "in discussing the intended consequences. . ."

(which implies several statements may be needed) two components are required to be included. At the end of the subsection directions an example impact statement is provided which is written in a concise format much like a behavioral objective. It is: Students of teachers using the entrepreneurship education curriculum materials (target population) will develop entrepreneural skills (a consequence) and be able to apply these skills in their jobs and everyday life (a consequence). The Statement of Impact subsection varied in length from a one sentence statement following the example impact statement format to several pages of narrative which may or may not have included intended consequences and/or target populations expected to be affected. If one or more statements such as the example provided is what is desired, the guidelines must be more explicit in stating this. Following the example provided would make assessment of impact easier, both short term and in the future.

3. Proposal writers should continue to receive inservice relating to defining the scope of a project's impact. There appears to be a tendency for the statements of impact in some project proposals to imply changes beyond those the projects' goals/objectives and dissemination plans would seem to make possible.

4. Proposal writers should continue to receive inservice relating to defining the target populations to be affected by the project. The degree of specification desired in identifying target audiences for a project's impact needs to be clarified. The choice of a target population(s) also needs to be appropriate and realistic. When target populations are quantified, some proportion or percentage of the total population to be affected should be estimated.

5. Reviewing Statement of Impact carefully as it relates to other sections and subsections of a proposal should be part of the evaluation review of proposals for funding. Those who will serve as proposal reviewers need additional technical assistance in this area.

6. The order in which Statement of Impact occurs in Section 5, Narrative Description of the Project should be changed. The Statement of Impact should be located closer to the subsections to which it is related (i.e. introduction, objectives, procedures). Ideally, it should be part of subsection 5.2, objectives. In this case subsection 5.2 would contain general objectives and impact objectives. However, if it is to remain a separate subsection, it should follow subsection 5.2. Currently it follows the subsection on dissemination and both follow the subsection on evaluation. This is not a logical sequence of the components in section 5 and the sequence should be reconsidered.

7. Reviews of final reports for achievement of short term impact based on the statement of impact should be completed at the end of each funding phase. Unless this is done, the benefits of specifying impact will be weakened or lost, and the appropriateness of future impact statements may be affected.

The above recommendations if implemented may serve to improve the process of planning for impact and increase the actual impact which will be realized as a result of program improvement projects.

REFERENCES

Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs (Project IMPACT) Final Report/Phase III. Springfield, Illinois: Illinois State Board of Education, Department of Adult Vocational and Technical Education, June, 1981.

Guidelines and Specifications for Preparing FY 1982 Continuation Proposals. Illinois State Board of Education, Department of Adult, Vocational and Technical Education, Research and Development Section, March 27, 1981.

Requests for Program Improvement Proposals in Vocational Education. State Board of Education, Illinois Office of Education, May 16, 1979 (FY 1980).

Requests for Program Improvement Proposals in Vocational Education, Illinois State Board of Education, Department of Adult, Vocational and Technical Education, June 2, 1980 (FY 1981).

APPENDIX

Appendix A-1

FY 1982 PROJECT PROPOSALS REVIEWED FOR
TREATMENT OF SUBSECTION ON IMPACT

Project Proposal Number	Title of Project
1.	Tri-County Industry-Education-Labor Project
2.	Illinois Vocational Curriculum Center
3.	Relationships Between Vocational Education and Job Creation, Phase III
4.	Establishing a Hotel/Restaurant Management Degree and Culinary Arts Program. . .
5	Continuation of a Longitudinal Study of the Nontraditional and Social Impact of Vocational Education on Individuals in Illinois
6.	Illinois V-Tecs Study, Phase IV
7.	Truman Bilingual Vocational Center-Project Mainstream
8.	Women's Pre-Apprenticeship Technical Assistance Project
9.	Ethanol Spark Ignition Engine Conversion Dissemination of Technical Achievement and Curriculum Development
10.	Comprehensive Promotional Program for Vocational Education at the Local Level
11.	A Computer Assisted Instruction Program Model for Occupational Education Leadership and Administration
12.	A Plan to Develop and Compare Two Vocational Education Programs for LEP (Limited English Proficiency) Students
13.	Surmounting Architectural Barriers to the Handicapped in Vocational Education, Phase III
14.	Microcomputer Skills: Curriculum Development and Dissemination
15.	Curriculum Publications Clearinghouse
16.	Improving Services to Disadvantaged and Handicapped Students in Vocational Education
17.	Rural Health Occupations Projects
18.	State Guide for Industrial Education, Kindergarten thru Adult

Project Proposal Number	Title of Project
19.	Illinois FY 1982 Participation in the Consortium of States for the Development of Professional Materials for Vocational Education
20.	Technical Assistance and Dissemination Network: Illinois Special Needs Populations
21.	Methods and Materials for Entrepreneurship Education, Phase V
22.	Marketing/Distributive Education Curriculum Guides
23.	Research, Evaluation and Program Improvement for Limited English Proficiency Students in Vocational Education
24.	IVA-DAVTE (Illinois Vocational Association, Department of Adult, Vocational and Technical Education) Occupational Education Mini Workshop
25.	Development of Multi-Cultural Competency Based Vocational/Technical Curricula
26.	Illinois Core Curriculum in Agriculture
27.	Curriculum Development and Implementation of Alcohol/Ethanol Training Program
28.	Adult Re-Entry and Work Transition Program, Phase III
29.	A Career Program for Vocational Teachers
30.	Principals' Practicum in Vocational Administration and the Assessment of Training Needs of Vocational Administrators
31.	Job Creation-Dissemination of Instructional Materials and Activities for Vocational Education Teachers
32.	Infusing Experience-Based Education in Illinois
33.	A Developmental Unit for Maximizing Training Level Curriculum Offerings
34.	Project Access
35.	Experience-Based Education, Appalachia Education Laboratory Program for Special Needs Students
36.	Institute for Native American Development
37.	Demonstration Center CIVE (Competency-Based Individualized Vocational Education) Project
38.	Recruitment, Retention and Retraining of Vocational and Technical Teachers in Illinois

Project Proposal Number	Title of Project
39.	A Determination of Best Practices for Incorporating Basic Skills Training in Vocational Education in Illinois
40.	Upgrading of Locally-Directed Evaluation
41.	Development of a Comprehensive, Sequential-Vocational Home Economics Curriculum, Phase III
42.	Sex Equity Cadre
43.	Development of a Preservice Training Program for Vocational Teachers of LES (Limited English Speaking)
44.	Bilingual Vocational Education Project
45.	Programmatic Emphasis in Vocational Needs Education
46.	Development of an Information Base and Exchange System for the Improvement of Industrial Oriented Programs in Illinois, Phase III
47.	Inservice Training for DAVTE State Staff Personnel
48.	East Central Curriculum Coordination Center
49.	Utilization of Computerized Career Information Program "Career Spectrum"
50.	Revitalization of Urban Education for Urban Youth
51.	The Vocational Instructor Consortium and New Teacher Recruitment Project
52.	Occupational Coordinator: Southern Illinois University, Charleston DAVTE Liaison Officer
53.	Occupational Education Coordination Chicago State University
54.	Occupational Education Coordinator Illinois State University
55.	Occupational Teacher Education Development DAVTE Liaison, Southern Illinois University, Edwardsville
56.	University Occupational Education Coordinators Eastern Illinois Univ.
57.	Occupational Education Coordinator Western Illinois University
58.	Occupational Education Coordinator University of Illinois
59.	University Occupational Education Coordinator Northern Illinois Univ.
60.	Occupational Education Project Governors State University

Appendix A-2

FY 1982 PROJECT PROPOSALS NOT AVAILABLE FOR
REVIEW OF TREATMENT OF SUBSECTION ON IMPACT

1. Review and Revision of Occupational Education Curriculum and Course Master List
2. Exemplary Home Economics Project
*3. V-TECS
4. Articulated Marketing Program Curriculum and School
5. Vocational Education Slide Tapes
6. PREP Statewide Conference
7. Industry, School and Community-Based Voc. Ed.
8. High School and Beyond
9. Administrative Leadership Fellowship in Vocational Education

*There are two V-TECS proposals, the one included here bears the funding agreement number R 33 52 X 0541-162

Appendix B

Table 1

Identifiers Used for Identifying Subsection on Impact
for Individual Fiscal Year 1982 Continuation Proposals

Identifiers Used for Identifying Proposal Subsection on Impact	Individual Project Proposal Numbers for Which the Identifier Was Used	Total
Statement of impact identified as subsection 5.6	1, 8, 10, 11, 13, 14, 18, 19, 22, 24, 25, 26, 28, 29, 30, 31, 32, 34, 36, 37, 43, 51	22
Statement of impact identified as subsection 5.5	4, 38, 39, 41, 52	5
Statement of impact identified by a number(s) other than 5.5 or 5.6	2, 7, 46, 58	4
Statement of impact identified by a topical heading only	5, 9, 12, 15, 16, 17, 20, 23, 27, 33, 35, 42, 44, 45, 50, 56, 57, 59	18
Statement of impact identified by a letter in the alphabet	6	1
Statement of impact subsection not available for review	3, 21, 40, 47, 48, 49, 53, 54, 55, 60	10
		60

Note: Refer to Appendix A-1 to identify project titles for project numbers appearing in the above table.

Appendix C

Table 2

Extent to Which the Statement of Impact Reflects Intended Consequences of Project Goals/Objectives for Individual FY 1982 Continuation Proposals

Extent to which statement of impact reflects intended consequences of project goals/objectives	Individual project proposals reflecting degree of intended consequences in column 1	Total
Statement of Impact describes most outcomes of project goals/ objectives	2, 4, 5, 6, 8, 9, 10, 12, 13, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 28, 29, 30, 31,32, 34, 35, 42, 43, 44, 45, 46, 51, 52, 56	34
Statement of Impact describes some outcomes of project goals/ objectives	1, 7, 11, 14, 20, 27, 33, 36, 37, 38, 39, 41, 50, 57, 58, 59	16
Statement of Impact does not describe outcomes of the project goals/objectives	none	0
Statement of Impact not available for review	3, 21, 40, 47, 58, 49, 53, 54, 55, 60	10
		60

Note: Refer to Appendix A-1 to identify project titles for project numbers appearing in above table.

Appendix D

Table 3

Extent to Which Target Populations Are Identified in Statement of Impact in FY 1982 Continuation Proposals

Extent of Identification of Target Populations	Individual Project Proposal Numbers	Total
Target populations to be affected are identified in Statement of Impact	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 19, 22, 23, 24, 26, 28, 30, 32, 34, 35, 36, 42, 43, 44, 45, 46, 51, 52	32
Some target populations to be affected are identified in Statement of Impact	14, 15, 18, 20, 25, 27, 31, 33, 37, 41, 50, 56, 57, 58	14
The Statement of Impact does not identify a target population	29, 38, 39, 59	4
Statement of Impact not available for review	3, 21, 40, 47, 48, 49, 53, 54, 55, 60	10
		60

Note: Refer to appendix A 1 to identify project titles for project numbers appearing in above table.

Appendix E

Table 4

Types of References to Dissemination Appearing
in Individual Project Proposals' Statements of Impact

Type of Reference to Dissemination in Statement of Impact	Individual Project Proposal Numbers	Total
References to dissemination are explicit in the proposals' statement of impact.	2, 4, 7, 8, 9, 10, 11, 12, 14, 18, 20, 22, 23, 24, 25, 27, 28, 30, 31, 32, 34, 35, 36, 43, 44 45, 52	27
References to dissemination are implicit in the proposals' statement of impact	1, 5, 6, 15, 16, 17, 19, 26, 38, 46, 50, 56, 57	13
No references to dissemination appear in the proposals' statement of impact.	13, 29, 33, 37, 39, 41, 42, 51, 58, 59	10
The projects' statement of impact are not available for review	3, 21, 40, 47, 48, 49, 53, 54, 55, 60	10
		60

Note: Refer to Appendix A 1 to identify project titles for project numbers appearing in above table.

Appendix B
Summary of AERA Conference Attendance

Dr. Earl Russell, as Project Director of the two projects, "Assessing the Impact of Vocational Education Research and Development on Vocational Education Programs" and "Vocational Education Program Improvement Dissemination," attended the American Educational Research Association Annual Meeting. This meeting was held in New York from March 19-24, 1982. At the meeting, Dr. Russell attended a substantial number of programs which reinforced the objectives of the Impact Assessment and Dissemination Projects. Additionally, attendance at the meeting provided an opportunity to discuss and obtain suggestions from other researchers on the refinement of the Illinois Dissemination and Impact Assessment Systems in the final year of these two projects. Some of the sessions attended and papers collected include:

"Evaluability Assessment of the Adult Education Program (AEP): The Results and Their Use." Presented by Darlene Russ-Eft.

"Participation of Women and Minorities in Vocational Education." Presented by Mary A. Golladay.

"Following Vocational Education Students Through National Longitudinal Studies." Presentation of tables by Jeffrey A. Owings.

"Illuminative Evaluation of a Second Year Medical School Program." Presented by Marcia Z. Wile.

"Preparing Facilitators for Implementation: Mirroring the School Improvement Process." Presented by David P. Crandall.

"Two Large-Scale Studies - Dissemination and School Improvement." Presented by David P. Crandall.

"Assistance and Enforcement as Strategies for Knowledge Transfer and Program Reform." Presented by William A. Firestone.

"A Diffusion of Innovation Based Model of Instruction: Attributes of Innovations as Predictors of Classroom Learning." Presented by Scott M. Elliot.

"Networks for Innovation: Characteristics and Dynamics, with Examples from Education." Presented by L. Allen Parker.

"Discontinuation of Innovative Programs." Presented by Ralph Parish.

"Developing and Refining Linkage Know-How: Some Methodological and Conceptual Issues." Presented by William R. Thayer.